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ABSTRACT

The Portable Assisted Study Sequence (PASS) Program, designed to provide correspondence course work whereby high school migrant students throughout California may earn credits leading toward completion of their graduation requirements, was evaluated using the following items selected by project staff request, funding guidelines, and consultant recommendations: policy formation, organizational design, administrative support, team development, research and development, organizational effectiveness, public affairs, acquisition and development of materials, instructional program, and the budget. Evaluation data were obtained via observations at program sites and responses to specific evaluation questions. Structured interviews were conducted to determine the satisfaction level of consumer districts regarding the PASS operation. Participants were asked to respond to questions regarding adequacy of PASS training, communication with program personnel, opinions on PASS continuation and local district support, and PASS management. Evaluation results indicated that overall the program was functioning effectively. Concerns included the need for more college prep classes for migrant students, course content at varied reading levels to facilitate multiple student entry levels, and more courses translated into Spanish for limited-English speakers. This report includes a program overview, responses to 1979-80 recommendations, responses to questions regarding the program's management and process operations, district consumer responses, enrollment and credit data, and regional utilization. (NQA)

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RESEARCH AND EVALUATION

This report contains materials obtained during the 1980-81 P.A.S.S. Program evaluation. The purpose of the report is to provide feedback to program staff for operational improvement. Items selected for evaluation were determined by project staff request, funding guidelines and consultant recommendations, and documented in the consultant contract. The only variance to the evaluatuon questions listed in the contract are in section 2.2.1, Consumer Satisfaction. The five proposed evaluation questions were changed to the nine questions found in this report at the request of the P.A.S.S. Director. Information in the report is limited to situations observed and reported to the evaluators during visitations to Program sites. Conclusions and comments are the sole responsibility of evaluators and any questions regarding data interpretation or observations should be addressed to the evaluators in care of the P.A.S.S. Program Project Director:

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SECTION I

PROGRAM OVERVIEW

PROGRAM OVERVIEW

The Portable Assisted Study Sequence (P.A.S.S.) Program is part of the California Master Plan for Migrant Education and serves as a Major Component of the Secondary School Dropout Prevention Program under the Master Plan.

Established in 1978, the P.A.S.S. Program is designed to provide correspondence course work whereby Migrant students throughout the State of California may earn credits leading towards completion of their graduation requirements.

The P.A.S.S. Program, centered in Parlier, California, has three Major Components under the Dropout Prevention Program. The components are:

1. Counseling Service Support
2. Work Study Support
3. Credit Documentation

Program Mission:

- Prevent migrant students from dropping out of high school by assisting them with alternative methods of credit accumulation.

P.A.S.S. Program Goals:

- Provide portable learning packages adapted for migrant student use with which students can proceed at their own pace.
- Provide competency based credits for skills, interests, and educationally related life experiences.
- Supplement the regular instruction for targeted migrant students at any secondary level school in

California.

- Utilize existing counseling and tutorial support through regular migrant education personnel and the California Mini-Corps to accomplish the goals of the P.A.S.S. Program.

The P.A.S.S. Program is an adjunct program to the regular high school program and as such allows students to be eligible for course work in a regular high school, while at the same time participating in P.A.S.S. courses.

The flexibility allows students to continue to earn credits on P.A.S.S. courses via Parlier High School as they migrate throughout the state. Students have a choice of receiving their high school diploma from Parlier High School, or from the high school which they currently attend.

P.A.S.S. courses are all approved by the Parlier Unified School District and are accredited. Courses are divided into instructional components which permit students to earn full or partial credit. All course work submitted for evaluation is reviewed by the project staff and full unit credit is awarded on all subjects completed.

All material used for course credit is based upon the Parlier Unified Curriculum and is designed to parallel all subject matter covered in the standard classroom course outline.

The P.A.S.S. Program staff and administration realize that migrant students have needs that extend beyond the program's capability. However, the P.A.S.S. Program serves as a major solution in reducing constraints to migrant students

in achieving high school credit.

The system whereby students are entered into the P.A.S.S. Program and receive course credit is as follows:

1. A contact person from a local site identifies a migrant student to be served by the P.A.S.S. Program and requests enrollment and student learning plan forms.

2. The contact person then sends completed enrollment and student learning plan forms along with the student national identification number (M.S.R.T.S.) to P.A.S.S. Program offices in Parlier.

3. P.A.S.S. Program then processes forms, establishes a student file, and forwards the learning plan to a P.A.S.S. Program counselor.

4. The P.A.S.S. Program counselor then investigates the applicability of P.A.S.S. credits toward graduation.

5. The P.A.S.S. Program counselor would then forward the requested courses to the local contact person.

6. Upon receipt of the course work packet, the local contact person administers the course to the student and monitors progress. The local contact person is also responsible for arranging local tutoring if necessary.

7. As a student completes unit work in a course, the local contact person administers a unit test to the student and then forwards the test to P.A.S.S. Program office in Parlier for scoring.

8. P.A.S.S. Program personnel score the test and return the results back to the contact person for review with the student.

9. When all units of a course are completed, transcripts are sent from the P.A.S.S. Program offices to the student's high school and to the student's parents.

EXISTING P.A.S.S. PROGRAM PACKETS

Learning Skills — 5 Credits

- a practical course covering essential survival skills: outlining, study skills, dictionary use, practical writing and others. Many skill areas are relevant to minimal proficiency requirements.

English IA — 5 Credits

- a course to develop and strengthen writing and speaking of standard English in the skill areas of: parts of speech, punctuation, mechanics of English, and letter and paragraph writing.

English IB — 5 Credits

- a course to develop and strengthen writing and speaking of standard English in the skill areas of: prefixes and suffixes, synonyms, antonyms and homonyms, and comprehension, reference and research skills.

English IIA — 5 Credits

- a course to develop and improve reading and writing skills through units in the areas of paragraph and composition skills, poetry, modern biography, and the novel.

English IIB — 5 Credits

- a course to develop and improve reading and writing skills through units in grammar, short story, drama, multicultural literature, and researching an American author.

English IIIA — 5 Credits

- a course to develop and improve reading and writing skills through units in survival skills, contemporary and world literature, communication techniques, and critical writing.

General Science A* — 5 Credits

- a general science course covering physical science (electricity, heat, fuel, machines, and work as producers of energy); life science (the interdependency, development, and importance of plants and animals); and the steps involved in scientific methods and classifications. Each unit also includes a glossary and a section on career education.

General Science B* 5 Credits

- a general science course covering atmosphere and weather; space, oceans; rocks, minerals, and fossils; and mountains, weathering and erosion. Each unit also includes a glossary and a section on career education.

Environmental Science 5 Credits

- a course to develop the appreciation and understanding of the values of conservation and ecology, including the study of camping and first aid procedures and techniques.

General Math A*** 5 Credits

- a course in basic skills: the numeration system addition and subtraction, multiplication and division, and their application in daily life situations and experiences.

General Math B* 5 Credits

- a course to introduce and strengthen fundamental skills in fractions, decimals, equations, ratio, proportion, percent, measurement, and metrics.

Social Studies* 5 Credits

- a course developed to help the student acquire knowledge that is essential in the safe operation of motor vehicles and to prepare the student for the actual driver's examination. (This course satisfies the State Driver Education requirement.) A review of first aid, career orientation, and drug abuse are included.

World History 5 Credits

- Traces the history of human development from the dawn of civilization through the rise and fall of nations to the study of modern world concepts and events.

U.S. History A 5 Credits

- an introductory course (prehistory-1898) developed from the time of the first Americans, through the fight for independence, Federalist America, the Civil War, and the rise of industry. Utilizing Scholastic's American Adventure series, in addition to providing supplemental biographical information to provide the student with a greater insight into the character of noteworthy individuals throughout history, this course is designed for students of varying abilities.

U.S. History B — 5 Credits

- the course covers the two world wars, the great depression, post-war America and a look into today and tomorrow (1898-present). A supplemental reference book included which shows the many contributions of men and machines to today's way of life.

American Government — 5 Credits

- basic government/civics program specifically written and produced to encourage student involvement and interest . . . even in difficult abstract concepts such as federalism, separation of powers, and bureaucracy. This comprehensive course utilizes Scholastic's American Citizenship texts covering: Foundations of Our Government; the Presidency, Congress, and the Supreme Court; State and Local Government; and Politics and People.

Ethnic Studies** — 5 Credits

- positive contributions to American life will be shared in this study of five cultures: Native Americans, Jewish, Black, Hispanic, and Asian. Students will become more aware of how all peoples, from whatever origin or background, have enriched a culturally diverse nation. Supplemental novels will be added to augment the student's personal perceptions and appreciation.

Color and Design — 5 Credits

- a study of the elements and principles of design to encourage an awareness in both creating art products and in experiencing the visual qualities of nature.

Work Experience — 5 Credits

- a course designed to assist students in personal decision making with regards to values and career choices. The course also teaches skills and methods of obtaining a job.

* Available in Spanish

** Coursework available in Spanish - some reading materials in English

*** Available in Spanish and Punjabi

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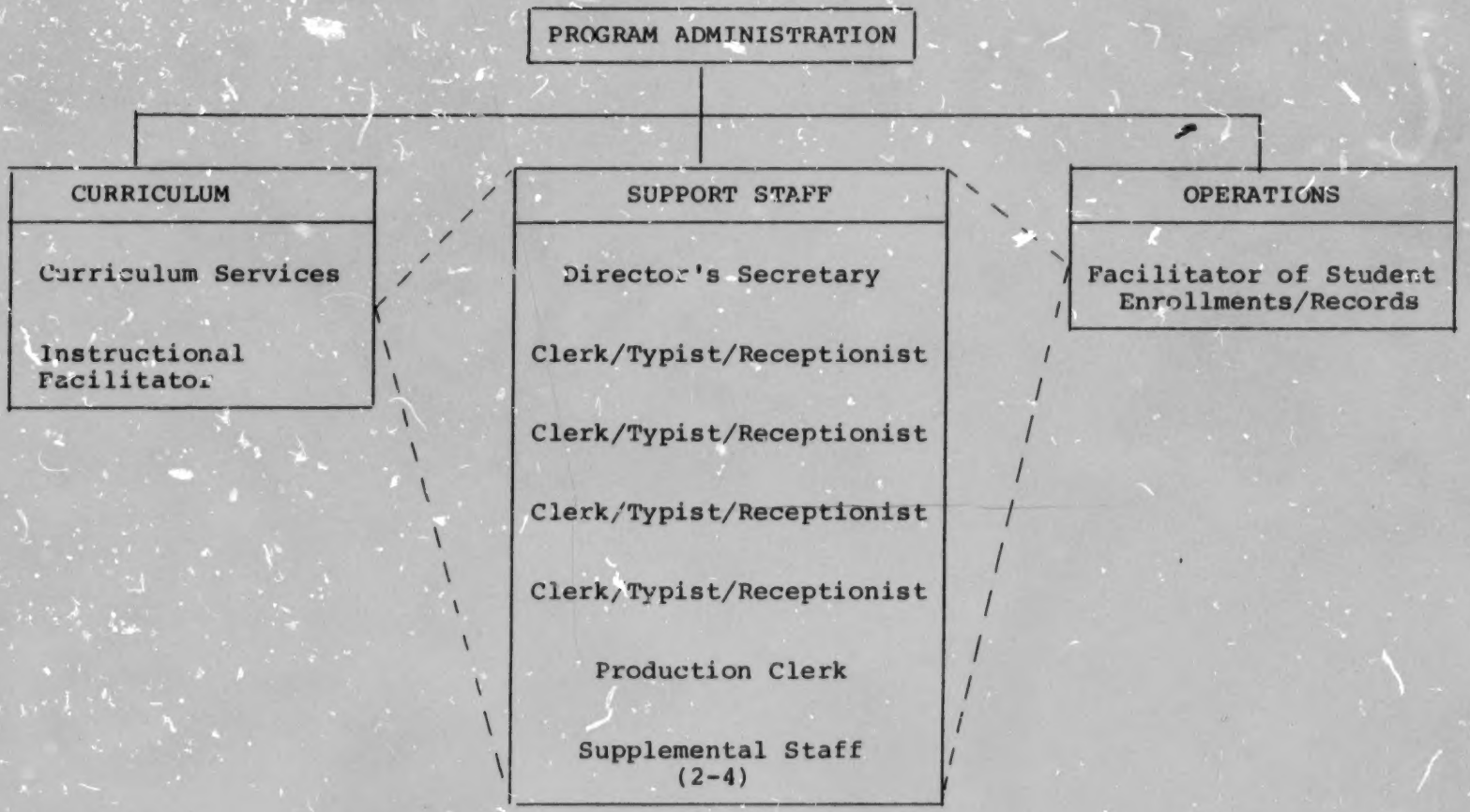


SECTION II

RECOMMENDATION RESPONSES

RECOMMENDATION RESPONSES

The purpose of this section is to list recommendations submitted to the P.A.S.S. staff during the 1979-80 year and to identify what actions were taken to resolve the dysfunctions which prompted the recommendations.

RECOMMENDED: Program expansion and field staff turnover or reassignments create a need for increased field orientation programs. Not only periodic regional orientation programs, but requested district orientation and training programs as well. The success of student participants could rest on the level of expertise and understanding of the P.A.S.S. Program by field personnel. Also, some districts would like to talk to P.A.S.S. personnel in person prior to accepting Parlier High School credits in their district. The evaluators are aware that P.A.S.S. staff and administration are currently working at full capacity and that to eliminate some aspect of the program in order to meet this recommended function could create operational dysfunctions. Therefore, it is the recommendation of the evaluators that an additional staff member be hired to either conduct field orientation and training sessions or relieve an existing P.A.S.S. staff member

to attend that function. The expansion of the P.A.S.S. Program should more than provide the justification for the addition of another staff member.

ACTION: During the 1980-81 year P.A.S.S. staff did develop a modified district orientation and training program with the assistance of consultants and regional field personnel. An additional staff member was also temporarily hired to provide increased field visitations and personal field visits were increased. Four modules were developed as part of the training program. They were:

Module I - For administrators and school board members. Subjects are a history of the P.A.S.S. Program, curriculum development, Parlier Union School District statement of philosophy, and the role of the school board and administration in the program implementation.

Module II - For site counselors and support personnel. Subjects are models for implementation, proper student assessment, instructional tips, alternative strategies, discussion of competency requirements, and curriculum linkage.

Module III - For parents. To include: explanation of their key role in providing support to student, educational benefits, and student alternatives beyond graduation (i.e., college).

Module IV - For students. To include: an introduction to the program, "success stories," information about how packets are written, explanation of how to proceed independently, motivating statements about future (i.e., college degrees, "the world of work").

The evaluators therefore feel that this recommendation was made operational by the P.A.S.S. staff.

RECOMMENDED: The credibility of any course work when transferred to another school is a common issue. The P.A.S.S. Program, which is external to the consumer school district and has high grade achievement, is doubly suspicious to regular district staff. What is therefore needed is a study to validate that the P.A.S.S. curriculum is neither easier or significantly harder than any other high school curriculum and simply reflects an alternative educational approach. Also, the establishment of a state-wide

curriculum committee, with representatives from each migrant region, the State Department of Education and recognized curriculum authorities could refine and validate the P.A.S.S. curriculum as a viable educational experience applicable to any high school. The validation study which would compare regular students and P.A.S.S. migrant students would also reduce suspicion of the curriculum. The evaluators therefore recommend that the P.A.S.S. Program implement a special research study which compares regular classroom work with P.A.S.S. Program activities to determine the comparability of the two and that the P.A.S.S. Program further establish a formal curriculum advisory committee to insure that the P.A.S.S. curriculum reflects sound curricular expertise and is recommended for state-wide usage.

ACTION: P.A.S.S. staff initiated two studies, one to compare grading practices, the other to compare P.A.S.S. students with regular students. The results of both studies were statistically non-significant or uninterpretable. Dan Woltz of Stanford University reported to the P.A.S.S. Director that the primary reason for the lack of significance was due to the difficulty of

random assignment to a program treatment and the monitoring of relevant variables. However, a state-wide Curricular Issues Meeting, comprised of representatives from each region, State Department of Education personnel and nationally recognized curriculum authorities, was held. In addition, the P.A.S.S. Director has submitted curricular materials to consultants of the State Migrant Program for review and recommendations. Evaluation reports were also submitted to State Department of Education evaluation personnel for audit.

The evaluators therefore conclude that P.A.S.S. personnel are actively pursuing methods which will validate P.A.S.S. curricular experiences for all participating schools.

RECOMMENDED: The expanding requests for replication information by other educational agencies indicates a need for an adoption plan; one that would not only provide a new agency with samples of materials and forms but would provide step-by-step implementation procedures which would insure quality replication. The P.A.S.S. Program has a management plan framework which includes a generic functions of program operation. This framework would appear to be

an ideal working model from which to design a replication plan. The evaluators therefore recommend that the P.A.S.S. Program administration have a systematic replication model established which would be based upon the P.A.S.S. seven element management plan and that the replication model be made available to requesting agencies as part of the disseminating responsibility of the project. The evaluators are aware that the cost of establishing a major replication model could not be borne by the existing project budget; however, exemplary status recognition by the Joint Dissemination and Review Panel could provide the monies to develop such a model.

ACTION: P.A.S.S. personnel developed a Technical Assistance Guide, which, when combined with the operational management plan and the video training packets, is an excellent replication model which is available for adoption. The Joint Dissemination and Review Panel did ask P.A.S.S. to submit a proposal for exemplary status recognition, however, the criteria for approval is based upon a quasi-experimental design comparing P.A.S.S. and non-P.A.S.S. students. The Stanford researcher for

establishing the design concluded that the nature of the P.A.S.S. Program could not fit the experimental rigors imposed by the J.D.R.D. The status of the proposal is unknown at the time of this report; however, the evaluators are satisfied at the efforts of P.A.S.S. personnel to achieve this recommendation.

RECOMMENDED: The P.A.S.S. Program is not a short-range solution, it is an alternative which has the potential for significant long-range impact. However, there is currently no mechanism for determining longitudinal impact or for determining student non-completions. A major constraint is that the P.A.S.S., as a support agent to consumer districts, cannot intervene in the district or regional structure of student services. As a support agent, P.A.S.S. can only respond to district requests for materials and complete the instructional sequence for students as directed. The P.A.S.S. Program is therefore faced with the dilemma of seeing some students' courses never completed and not being able to intervene with the student in an attempt to motivate completion. The evaluators therefore recommend that: (1) flags are established as to average

completions times and that close monitoring is maintained to alert P.A.S.S. staff of potential non-completions; (2) that participating districts be contacted by P.A.S.S. to provide documentation as to the reasons for non-completions; (3) that P.A.S.S. personnel be given the location address of non-completing students and be authorized to contact the students in an attempt to increase student motivation; and (4) that P.A.S.S. randomly select a group of participating students each year for inclusion in a long-range P.A.S.S. impact study, the results of which would be annually reported to state migrant administration.

ACTION: P.A.S.S. personnel have agreed with the evaluators as to the necessity of this recommendation; however, as of this writing the evaluators have not observed any significant movement towards acting on any points of this recommendation.

RECOMMENDED: Site locations would still like faster turnaround time on materials even though they see P.A.S.S. staff as being handicapped by physical distance and carrier speed. Investigation should be made therefore into electronic

communication of testing information and grades.

ACTION: The P.A.S.S. Director did make inquiries into electronic document senders and telephone-linked computer terminals; however, costs at this time appeared prohibitive in light of current migrant priorities. Project staff are aware of distance and time handicaps and in some cases are achieving same day turn-around time on requests with no longer than a three day maximum turn-around. The evaluators are satisfied that staff have explored the feasibility of this recommendation.

RECOMMENDED: Continue with staff development programs in human relations to insure optimum staff relations in times of high service pressure.

ACTION: The evaluators originally submitted this recommendation for fear of staff burnout due to rapid program expansion and deadline pressures. The staff did undergo formal and informal human relations development and all staff report increased morale during the 1980-81 year. Also, staff have submitted and received individualized staff development options for skill improvement. The evaluators

are pleased at the recognition by the Director of the need for formalized staff development and the implications for work productivity.

RECOMMENDED: Initiate formal comparison studies to determine P.A.S.S. course and student levels of competency.

ACTION: The purpose of this recommendation was to determine student entry levels into curricular packages. A concern of field personnel was that the students might not be at the entry level necessary for skill mastery. Student failure of programs could be entry level; it could also be poor curriculum or poor testing procedures. The evaluators believed that these variables should be investigated. As of this writing, no formal study has yet been conducted, however, staff state that they will have field personnel report on these elements at the next curriculum advisory meeting.

SECTION III

MANAGEMENT OPERATIONS

MANAGEMENT OPERATIONS

The purpose of this section is to respond to questions regarding program management in order to ascertain if predetermined generic functions of management were being conducted in a productive manner. The generic functions are:

1. Policy Formation
2. Organizational Design
3. Administrative Support
4. Team Development
5. Research and Development
6. Organizational Effectiveness
7. Public Affairs

Questions asked are as follows:

1. Did the Director make known to the administration and board the needs, issues and constraints of the project mission and strategies?
2. Did the project staff modify the design of the organization to be more responsive to changing needs?
3. Did project administration provide administrative support to the satisfaction of superiors and subordinates?
4. Did project administration provide for staff professional renewal, assist in the improvement of interpersonal relations and establish an overall management style conducive of team development?
5. Did project administration operate an effective research and development program?
6. Did the project administration have an organizational effectiveness program consistent with the needs of the program?
7. Was the project administration aware of special interest representation and was there an effective public information program?

Policy Formation

Policy formation deals with the identification and allocation of organizational resources as expressed by the board and administration after presentation by the Project Director.

QUESTION: Did the Director make known to the administration and board the needs, issues and constraints of the project mission and strategies?

RESPONSE: In the previous year, interviews and observations indicated that issues and constraints facing the program were transmitted for official policy action. Communication between District administration and the Project Director was well maintained and supportive of the project. Evaluators also found little time lapse between identification of program needs and District support action. The evaluators again checked the time lapse between Director identification of need and District support action during the 1980-81 year. As in the previous year, communication between identification and transmittal either to district, county, or state personnel, was rapid and without hesitation on the part of the Director. The evaluators believed that this evidenced trust and confidence of the Director towards superiors. The evaluators

therefore conclude, as in 1979-80, that policy formation responsibilities were maintained in accordance with anticipated action.

Organizational Design

Organizational design is the molding of the organization to improve operational systems, staff roles, and organizational development and renewal.

QUESTION: Did the project staff modify the design of the organization to be more responsive to changing needs?

RESPONSE: Evaluators in the previous year noted that extensive redesigning of the operational system occurred successfully, in cooperation with staff and external consultants. The resultant organizational changes were believed to better serve consumer district needs and achieve greater delineation of staff roles and responsibilities. In 1979-80 increased organizational effectiveness at both the Director's level and support staff level was observed. The 1980-81 year did not see the magnitude of system change as had the previous year. What was in evidence though, was the minor corrections needed for optimum development. The change from a frantic rush to systematic operations was in observable evidence. The staff doubled its work volume with less problem than any of the previous years. The evaluators therefore conclude that staff designed

modifications has made P.A.S.S. flexible and responsive to changing needs.

Administrative Support

Administrative support is concerned with the business and financial management of the project, the personnel administration, office management and typical support functions to subordinates.

QUESTION: Did project administration provide administrative support to the satisfaction of superiors and subordinates?

RESPONSE: Business and Financial Management - As in previous years, the budget of the project was negotiated prior to program operation. A major responsibility of the Project Director is to insure appropriate documentation for all expenditures. The evaluators conducted sampling of expenditure documentation and uncovered no discrepancy in the documentation. Audits for appropriateness of expenditures were also routinely conducted by County and State auditors to insure financial compliance.

Support Services - Support services indicate the availability of the Director to supply subordinates with resources to meet their needs. Support services traditionally reflect the Director's response time to needs and the level of

subordinate satisfaction. Evaluation in 1979-80 in this area indicated a need for improvement in quicker decision making from the Director and faster response to purchase orders. Both the Director and subordinate staff agreed to the need for improvement, and consultant assistance was requested. Quicker decision making was in evidence during the 1980-81 year. The Director and staff agreed that this was due in part to more effective long-range planning and in establishing formal request procedures.

The evaluators therefore conclude that past years' discrepancies were corrected and that the project administration did provide appropriate support to superiors and subordinates.

Team Development

Team development deals with the professional renewal of staff as well as interpersonal relations, management style and management team development.

QUESTION: Did project administration provide for staff professional renewal, assist in the improvement of interpersonal relations and establish an overall management style conducive of team development?

RESPONSE: Professional Renewal - The previous year's evaluation indicated a need for more formalized assessment and analysis of staff needs regarding professional renewal, as well as individual and program long-range professional development plans. While realizing the complexities of such planning, the evaluators recommended, with the Director's concurrence, the initiating of steps to systematize the professional renewal elements under her responsibilities. During the 1980-81 year staff did conduct individualized professional development plans and were granted time to initiate individual professional renewal as well as participate in project initiated training.

Interpersonal Relations - Evaluators noted in the 1979-80 program evaluation that staff reported

that task took precedence over interpersonal relationships. The Project Director, aware that task relationships alone could result in major interpersonal dysfunctions, especially in an organization facing rapid changes such as P.A.S.S., requested assistance in determining interpersonal needs and maintaining a balanced relationship between task and interpersonal skills for the staff. The staff reported that interpersonal relations during the 1980-81 year had improved considerably and there was visible evidence of the Director and staff considering interpersonal implications as well as task implications in program modifications.

Management Style - The style observed by the evaluators in 1979-80 was one of general friendly support for staff, with a note that there was a tendency toward exacting expectations of staff performance. Evaluators felt this was the result of the Director's effort to establish a management style which would aid the staff in improving their own effectiveness. There was, however, staff misunderstanding of the Director's intent by some staff members. During the 1980-81 year the Director's style became more participatory as greater responsibilities were given to staff. The

evaluators felt that the staff and Director exhibited a management team style rather than direct line superior and subordinate roles.

Management Team Building - In the previous year's evaluation, it was noted that the Director and project staff were aware of a need for formal team skill development, such as team roles, planning methodologies and reporting techniques. It appeared that all staff felt at the time of the evaluation that a building time was needed for optimum team operation. As stated previously, the Director was evolving staff into a management team role. In discussions with the Director prior to and during the 1980-81 year, the development of a management team was a planned implementation which would develop staff capable of maintaining the project at optimum levels.

The evaluators commend the P.A.S.S. staff on their individual and collective efforts to function as an organizational team dedicated to professional productivity.

Research and Development

Research and development is concerned not only with needs assessments and analysis and the overall organizational information system, but with professional reading and writing as well as operational research and dissemination of results.

QUESTION: Did project administration operate an effective research and development program?

RESPONSE: Needs Assessment - Evaluators previously observed that the project showed great strength in the area of needs assessment. Assessments conducted in 1979-80 included a full parameter investigation into consumer satisfaction and a system of individual student assessment for the purpose of better placement and better tracking of students. A blue-ribbon committee was also established in that year to review the project for needs and to make recommendations for modifications. In 1980-81, full parameter assessments were again conducted as well as the initiation of state-wide Curricular Issues Meeting. The efforts of the staff to assess needs is exemplary.

Organizational Information System - A changeover from manual to limited data processing operation was occurring during the 1979-80 evaluation. The Director was exploring alternative systems which

could achieve the task of maintaining and capturing at the source entry point all relevant data needed for accurate monitoring and reporting. Limited funds have prevented full development of a computerized management information system. The records, however, are well kept and provide excellent audit trace.

Professional Reading and Writing - Evaluators in 1979-80 noted a need for a more formalized system of assessing the latest professional literature appropriate to the project. An informal system of journal identification and correspondence were observed, however. During the 1980-81 year the only formal reading and writing reported by staff was during professional development periods. This is understandable when acknowledgement is made of the workload expected from each staff member. The Director did attempt to obtain pertinent articles and disseminate them to staff.

Operational Research - The previous evaluation noted that no research efforts were observed by the evaluators, and strongly recommended that staff discuss improvement methodologies, treating those selected as a research study with the results being disseminated at the end of the testing period. The evaluators stated in the

1979-80 evaluation that all projects should be conducted with an eye to research. The concept of finding a better way and the disseminating the results for others to follow is not only commendable, but is a responsibility of project staff. Research was implemented during the 1980-81 year. Stanford researcher Dan Woltz was contracted to conduct comparison studies for a national dissemination grant and staff members became involved in researching their own areas for possible identification to transferable data.

The evaluators conclude that the management element of research and development is expanding and becoming a natural management concern.

Organizational Effectiveness

Organizational effectiveness is the methodology whereby staff conduct systematic management planning, allocate organizational time, coordinate resources, report program status and conduct program reviews. It is the overall accountability feedback system.

QUESTION: Did the project administration have an organizational effectiveness program consistent with the needs of the program?

RESPONSE: An increased sophistication in organizational effectiveness was noted toward the end of the 1979-80 year. Early criticism included lack of effectiveness indicators such as monthly or period objective setting, analysis of organizational time, systematic status reporting, and performance reviews of staff or projects conducted by internal staff for self-improvement. The criticism in the 1979-80 report was addressed by the Director in the 1980-81 year. Objective setting, status reports and performance reviews became part of the routine management thereby increasing organizational effectiveness even greater. The organizational effectiveness efforts observed by the evaluators was equal to any organization, public or private, that they had

seen. The evaluators therefore commend the staff on their efforts and conclude that the effectiveness of the project is due in part to their efforts in this component.

Public Affairs

Public affairs is more than just a public relations campaign, it is the identification of those people and organizations representing special interest groups and then the establishment of coalitions between interest groups for program acceptance.

QUESTION: Was project administration aware of special interest representation and was there an effective public information program?

RESPONSE: Evaluators concluded in the 1979-80 report that the Public Affairs element was recognized by the project staff and that there was continuous action to modify and improve the element. They noted the project staff was highly aware of special interest groups and displayed remarkable intuitive talent as to predicting special interest groups responses. A criticism which was identified during the 1979-80 year was that public relations efforts seemed directed at the Parlier Operation rather than the field operations. Public relations support services packages were then developed to be disseminated to consumer districts for use in the 1980-81 year. The public affairs activities during the 1980-81 year were highly successful according to field contacts.

They were proactive in nature, and did much in aiding field personnel in obtaining program acceptance. A newsletter was initiated in the 1980-81 year and was not only used as an information instrument about new programs but became a student motivation tool through academic contests such as poetry. The evaluators noticed that pens with the P.A.S.S. logo, which were dissiminated with material packets, showed up on a college campus. When the students were questioned they stated that they had indeed participated in the P.A.S.S. Program and were now being accepted as students at California State College, Bakersfield. The fact that the students were proud of their P.A.S.S. involvement attests to the success of the Public Affairs program. Another outstanding feature of the Public Affairs effort was the development of the video training films which addressed each interest group separately. School boards and administrators were addressed in a manner of interest to them specifically; students, parents, and counselors also will receive information geared to their interest needs.

This year the evaluators can find no criticism of the Public Affairs efforts of the staff.

SECTION IV

PROCESS OPERATIONS

PROCESS OPERATIONS

The purpose of this section is to respond to questions regarding: (1) the acquisition and development of materials; (2) program operations; and (3) budget.

The process or operational evaluation of the program was conducted by responding to specific evaluation questions created either by the design of the project or requested by project staff. The process elements studied and the questions asked are as follows:

Acquisition and Development of Materials

- Was there a determination of material needs?
- Was an analysis conducted of externally available materials?
- Was there use of local production capabilities?
- How were purchase/develop decisions made?
- Do materials selected undergo field tests and evaluation?
- Were there major constraints in the acquisition and development of materials?

The Instructional Program

- Was the instructional program operated in accordance with the proposed plan?
- Was there evidence of planning or modification of the instructional program?
- Is there evidence of program quality control?
- Were there major constraints in the operation of the instructional program?

The Program Budget

- Did the budget reflect sound planning?
- Did expenditures match budgeted figures?
- Was there evidence of cost/benefit attempts?

Acquisition and Development of Materials

Acquisition and development of materials refers to the determination of needs, analysis of resources, decision methodology and resolution of problems in obtaining or creating materials appropriate to the P.A.S.S. curriculum.

QUESTION: Was there a determination of materials needs?

RESPONSE: In 1979-80, material requirements for each subject were assessed by program staff on a routine cyclical calendar basis, unless special needs dictated immediate priority. Six elements were included in suggestion sources: (1) feedback from students; (2) contact person recommendations; (3) local teachers; (4) curriculum specialists; (5) consultants; and (6) professional journals. A system of contingency notification was in effect whereby a reduction in available supplies flagged the attention of staff and allowed for lead time in developing new materials. It was noted that at the time of the 1979-80 evaluation, staff were exploring a more systematic inventory system which would require less manual maintenance.

In 1980-81 the inventory system was refined to provide increased lead time to program staff. The P.A.S.S. Director reported that during the 1980-81

year there was no significant waits due to non-availability of materials. This was confirmed through discussions with field personnel.

Priorities for determining materials in 1980-81 continued to follow the system established in the previous year. The evaluators therefore concluded that material needs determination was being conducted in a manner conducive to effective management.

QUESTION: Was an analysis conducted of externally available materials?

RESPONSE: In both 1979-80 and 1980-81 evaluators observed commercially prepared materials and locally developed curriculum items in use by P.A.S.S. staff, and noted that in their effort to provide a learning packet equal or superior to materials utilized in a regular classroom, staff were in constant search of externally available materials to improve the learning packets. The evaluators concluded that adequate analysis of externally available materials was being conducted by program staff in the previous and current year. However, in 1980-81 special emphasis was placed on cost of externally available materials, therefore analysis was conducted.

QUESTION: Was there use of local production capabilities?

RESPONSE: Ample evidence existed in both years' evaluation of effective use of local production facilities. It was noted that the project utilized production hardware capable of high speed reproduction at cost effective rates, in a production shop that was modern and had good utilization systems. During 1979-80, the production exceeded 5,000,000 sheets of materials. During the 1980-81 year production reached nearly 10,000,000 sheets. This evidences the utilization of local production capabilities at a rate remarkable to the size of the district and project.

QUESTION: Do materials selected or developed undergo field tests and evaluation?

RESPONSE: Evaluators noted that early in the program, staff felt that past experience in the program had acted as a field test for the overall curriculum, and therefore felt field testing was not necessary. However, at the time of evaluation in 1979-80, P.A.S.S. Program management was considering analysis of existing and newly developed packets by a curriculum advisory committee, with limited field testing by teachers and students. The evaluators in 1979-80 therefore concluded that the

concern about optimum utilization of packets and the efforts to maintain quality control would result in formal field testing of all new material. In 1980-81 a Curricular Issues Meeting met with representatives from each region as well as State of California personnel and recognized curriculum consultants. A system was discussed whereby P.A.S.S. staff would have limited testing in key field districts and would receive feedback prior to full implementation. Also, the Parlier district would field test new material prior to field usage. In addition, personnel would paper-test new material through match/mismatch with criteria established from the suggestions expressed at Curricular Issues Meeting. These efforts demonstrated to the evaluators that materials selected will undergo field tests and evaluation.

QUESTION: Were there major constraints in the acquisition and development of materials?

RESPONSE: Two major constraints noted in the 1979-80 evaluation were: (1) scheduling of printing; and (2) down time of production hardware.

Program staff guarded against printing schedule dysfunctions in 1980-80 by:

1. Modifying the print schedule to handle

priority needs.

2. Training newly arrived staff to anticipate lead time requirements.
3. Modifying staff assignments and hiring ad hoc personnel to provide back-up support to curriculum and printing personnel.
4. Expanding lead time requirements and systems to insure non-repetition of the problem.

In order to insure that hardware down time did not interfere with program operations, the Project Director took these steps during 1980-81:

1. Implemented maintenance and repair training for printing personnel to handle most down time problems.
2. Projected down time into the printing schedule and negotiated priority times with regular school personnel to accommodate loss of printing time.
3. Established alternative printing options with external print shops as contingencies for printing emergencies.
4. Expanded lead time and the emergency flagging system to provide early detection of hardware malfunctions.

Despite the two constraints noted, production operations were not significantly curtailed during 1979-80 and 1980-81. The evaluators noted the strength of the organizational development in the P.A.S.S. Program which reflected the dedication and professionalism of a committed staff. With their ability to meet unexpected emergencies, overcome them, and then establish procedures to prevent reoccurrence, overall acquisition and production of materials was observed by the evaluators to be a fully acceptable operation.

QUESTION: How were purchase/develop decisions made?

RESPONSE: The evaluators observed that purchase/develop decisions were usually based on an analysis that included the following factors:

Impact on student;
Immediacy of need;
Cost/Benefit ratio;
Applicability of material;
Production capabilities;
Legality;
Rationale of need.

During the 1980-81 year the staff were using a formal decision making process and recommendations by staff to the Program Director did address the decision factors listed above. All final

decisions were made by the Program Director in accordance with project and district guidelines. The evaluators therefore concluded that purchase/develop decisions were made on a sound decision basis rather than an expedient whim.

The Instructional Program

The instructional program refers to contract compliance, program modification and quality control procedures and decisions, and the problems faced in maintaining the process operations of the P.A.S.S. Program.

QUESTION: Was the instructional program operated in accordance with the proposed plan?

RESPONSE: Both prior to and during the 1980-81 program evaluation, the Program Director met with the evaluators to review:

1. The project application;
2. the goals and objectives of the P.A.S.S. Program;
3. anticipated timeline; and
4. procedure and contingency plans.

Interviews of the staff by evaluators indicated an acceptable level of knowledge of program objectives and timeline status. At the end of the 1980-81 program year the evaluators could find no evidence of departure from the program contract and therefore concluded that the instructional program was operated in accordance with the proposed plan.

QUESTION: Was there evidence of planning or modification of the instructional program?

RESPONSE: Program evaluators in 1979-80 observed P.A.S.S. Program staff analyzing operational constraints and conducting formal planning, and in all cases noted that formative adjustments were implemented as a direct result of formal problem analysis. Also noted was the interaction between project staff and the Project Director, consisting of formal planning discussion and formal iterative monitoring by the Director. During the 1980-81 year, evaluators observed an environment of pro-active activity rather than a reactive state as was observed in previous years. Such an environment is a credit to a staff who has had to double their output each year of operation.

The following list of curriculum activities show modifications made during the 1980-81 school year.

LIST OF CURRICULUM "ACTIVITY"
1980-81 School Year

Course Revisions	Available for Student Use
English IA	10-80
English IB	10-80
General Math IB	6-81
Algebra (projected)	9-81
Social Studies (projected)	9-81
New Course Development	
English IIIA	9-80
English IIIB	9-80
World History	2-81
Color and Design	4-81
Learning Skills	6-81
Consumer Math (projected)	9-81

	Available for Student Use
California and the West (projected)	9-81
Translations	
General Math A - Spanish	9-81
General Math B - Punjabi	1-81
General Science B - Spanish	6-81
General Math B - Spanish (projected)	9-81
Social Studies - Spanish (projected)	9-81

The evaluators conclude that planning and modification of the program operation were an ongoing process resulting in a flexible and adaptive program environment.

QUESTION: Is there evidence of program quality control?

RESPONSE: The indicators of quality control sought by the evaluators were:

1. Printed formal procedures for consumer districts;
2. formal staff operational procedures;
3. maintenance of operational records; and
4. efforts to validate the P.A.S.S. Program with regular classroom curriculum.

Printed Formal Procedures - The P.A.S.S. Program has used, as part of field operations, a comprehensive formal manual that provides the consumer reader with introductory rationale for the

program, enrollment procedures, description of correspondence courses including bilingual offerings, contact person responsibilities, and copies of all pertinent forms. This year P.A.S.S. personnel, on recommendations from field contacts and the evaluators, developed formal video training films and procedures manual in order to provide more cost effective supportive services. The procedures and training packages are available through the P.A.S.S. office.

Formal Staff Procedures - As in the past, staff operational procedures are formalized and staff are highly trained in their usage. During the 1980-81 year staff restructured roles and responsibilities and delineated tasks as well as major roles in order to establish contingency plans should a staff member need a replacement.

Record Maintenance - Records are under constant maintenance and are utilized to provide program feedback. During the 1979-80 year, the Director and staff were planning for utilization of an improved computer operation to expand staff capabilities in performing program functions and to provide quicker and more comprehensive student and program information. Unfortunately, rising costs and the need to maintain the lowest possible

cost-per-pupil ratio, the desired level of computerization was not possible.

Curriculum Validation - Project personnel have, during the last three years, conducted sampling of course results to insure comparability with regular classrooms. The samples indicate that those utilizing P.A.S.S. material tend to score higher than those in regular classrooms. However, it should be recognized that there are motivational factors regarding the willingness to pursue the correspondence program as well as course familiarity from previous course failure and the possibility that the sample size did not represent the population in question. The evaluators took test samples and had teachers from other high schools score them without knowing the P.A.S.S. grade. Although the results were inconclusive regarding a correlation between the grades assigned by P.A.S.S. readers and the selected teachers, what may have been evidenced was the lack of correlation between any group of schools. Standards of scoring may vary depending upon the individual teacher. Research conducted in Los Angeles through the Equal Opportunity in the Classroom project indicates that individual grades are heavily influenced by student-teacher

interaction and the subliminal biases of the teacher. The evaluators are satisfied that program staff are concerned about quality control and are attempting to insure valid and reliable student material. This was further demonstrated through the establishment of the Curricular Issues Meeting with representatives from each region and recognized curriculum consultants. The major role of the meeting was to insure that P.A.S.S. materials and grading procedures would meet acceptable standards.

QUESTION: Were there major constraints in the operation of the instructional program?

RESPONSE: The major constraint faced by project personnel has been the rapid expansion of the program. However, as mentioned before, proactive planning has allowed the staff to make rapid adjustments to meet the expanding needs of the regions. Also, as each major constraint has occurred in the past, the staff have followed a process of problem analysis to insure that reoccurrence will not happen.

The Program Budget

The budget analysis conducted by the evaluators was not an accounting audit but was instead an attempt to analyze budget planning, expenditure match, and cost benefit attempts. Accounting audits were conducted by district auditors; county office of education personnel and a State of California audit team. Their reports are available through the P.A.S.S. Program Office.

QUESTION: Did the budget reflect sound planning?

RESPONSE: As in the previous year, the basis for budgetary planning was past budget history. The budget starts with staff making projections of regional student needs as estimated by field contact personnel. Costs are then submitted by staff as to acquisition and development of instructional materials. The Director then combines personnel and facility costs with the instructional costs and then forwards a preliminary budget to the Parlier Unified School District for examination.

A change in budgetary planning for the 1980-81 year was that an assumed cost per pupil was no longer used as a bench mark figure. The P.A.S.S. Director hoped to significantly reduce the cost per pupil figure and therefore based the budget on anticipated actual costs of materials, staff,

and facilities.

Upon approval by District administration of the preliminary budget, the Fresno County Department of Education reviews and negotiates the budget with P.A.S.S. personnel. After county approval, the Migrant Education Office at the California State Department of Education examines the budget according to project guidelines and agency regulations.

Based upon the procedures used by P.A.S.S. staff to initiate the budget and the further analysis and negotiation conducted by succeeding higher levels of authority, the evaluators feel that the P.A.S.S. budget does reflect sound planning and that all monies reflected in the budget are legally negotiated.

QUESTION: Did expenditures match budgeted figures?

RESPONSE: The 1980-81 budget underwent minor modifications as the year progressed. A shift of funds was made from catagory 5100, curriculum development, to catagories 4100-4500, instructional materials/ supplies, to accommodate the purchase of materials for field personnel to use with migrant students.

In the 1979-80 year P.A.S.S. personnel effected savings of approximately thirty thousand dollars;

in the 1980-81 year that savings amount increased to forty thousand dollars as P.A.S.S. personnel attempted to lower the cost per student ratio. Also, the savings represent a staff who practice and take pride in budget savings as a philosophy as evidenced by discussions observed by the evaluators.

An analysis of the budget catagories showed that approximately 54 percent of the final budget went to instructional program costs, 22 percent to certificated staff and the remaining 24 percent to classified staff. Travel, which falls under the instructional program, and operating costs was less than four percent, as was the cost of all utility, facility, and equipment costs.

Therefore, since expenditures were conducted in accordance to budgeted figures and all modifications were approved by appropriate authorities, the evaluators find no discrepancy between expenditure and budgeted figures and commend the P.A.S.S. staff for budget savings.

QUESTION: Was there evidence of cost/benefit attempts?

RESPONSE: Staff were attempting cost/benefit during the 1979-80 year, however, efforts during the 1980-81 year evidenced greater sophistication than the

previous year. Inflationary costs of instructional materials necessitated close monitoring of all items as demonstrated by a memo from the P.A.S.S. Director to the curriculum developer identifying increased text costs and the necessity of seeking other options. In the previous year the staff had to present cost/benefit rationale in order to receive approval. The rationale explanations during the 1980-81 year contained greater options for decision making as well as following systematic problem solving procedures. The Director credits these efforts for effecting the budget savings and with still providing a high degree of instructional support in the face of increasing inflation. The evaluators therefore conclude that there was evidence of constant, systematic attempts at increasing program cost/benefit.

SECTION V

PRODUCT RESULTS

PRODUCT RESULTS

The purpose of this section is to review the results of the P.A.S.S. Program activities for 1980-81. Contained within this section are:

1. District consumer response to level of service satisfaction and perceptions of student impact.
2. Enrollment and credit data.
3. Regional utilization.
4. Site utilization by Region.

District Satisfaction

Structured interviews were conducted in order to determine the level of satisfaction of the consumer districts regarding the P.A.S.S. operation in 1980-81. The evaluators again conducted the interviews with as many participating districts as possible. The structured interviews were conducted either in person or by telephone. Responses were rated on a pre-printed interview guide and then summarized by region. Participants were asked to rate nine elements of service on a scale of one to nine, with one representing unsatisfactory service and nine representing excellent service. Participants were also asked to respond to questions regarding adequacy of P.A.S.S. training, communication with P.A.S.S. personnel, opinions on P.A.S.S. continuation and local district support. The final phase of the interview offered participants an opportunity to make any comments they would like to have reported back to P.A.S.S. management. The nine elements that received rankings were:

1. Did the P.A.S.S. project meet the district's expectation in terms of helping project students meet their graduation requirements?
2. Was the curriculum dealing with both the applicability of the courses and appropriateness of course content and grading adequate?
3. Were supplies and services and instructional units, dealing with sequencing and workability of the curriculum sub-units, and instruction adequate?
4. Did the management support services meet the district's expectations?
5. What was the student reaction to the program?

6. What was the parent reaction to the P.A.S.S. Program?

7. How supportive was the regular school staff of the P.A.S.S. Program?

8. What is your (contact person) feeling toward the P.A.S.S. Program and its accomplishments?

9. Has your district seen an improvement of P.A.S.S. accomplishment in the past three years?

Figure 1 shows the mean ranking of each element. The highest rank for any element was 8.45, close to excellent, which measured student reaction to the Program. This indicates a high acceptance of P.A.S.S. course work and its objectives by participating students.

The lowest ranking was 7.92, which is still a good ranking. The element concerned the district's feeling toward P.A.S.S. in meeting its objectives or goals by assisting students meet their graduation requirements. This sentiment was expressed in some of the written and verbal comments made by school personnel. None of the regional ranking or state-wide averages were below a seven ranking out of a possible nine.

Although most written comments reviewed by the evaluators made reference to expanding or modifying the existing curriculum, the state average for this element was 8.10, which would indicate satisfaction with the current curricular offerings.

Overall, the percent of perfect rankings were exceptionally high. This would indicate that when consumer district satisfaction was viewed as a state-wide average, there was

positive satisfaction with P.A.S.S. operational support. Such support, however, did not mean that some local districts did not see room for improvement or that dysfunctions had not occurred. When rankings demonstrated district concerns, they were relayed to P.A.S.S. personnel for immediate action.

Figure 1

DISTRICT SATISFACTION RANKING

Region	Project Goals	Curriculum	Supplies & Services	Support & Services	Student Reaction
I	6.8	8.5	9.0	8.8	9.0
II	7.5	6.0	7.0	7.3	7.5
III	8.5	7.5	8.5	8.5	9.0
IV	8.5	8.5	9.0	8.8	8.5
V	6.5	7.5	9.0	7.0	8.5
VI	8.2	8.5	9.0	8.2	7.6
VII	9.0	8.0	9.0	8.0	8.0
VIII	8.3	9.6	8.5	8.3	9.0
IX	8.0	9.0	7.0	8.0	9.0
State Average	7.92	8.10	8.44	8.10	8.45

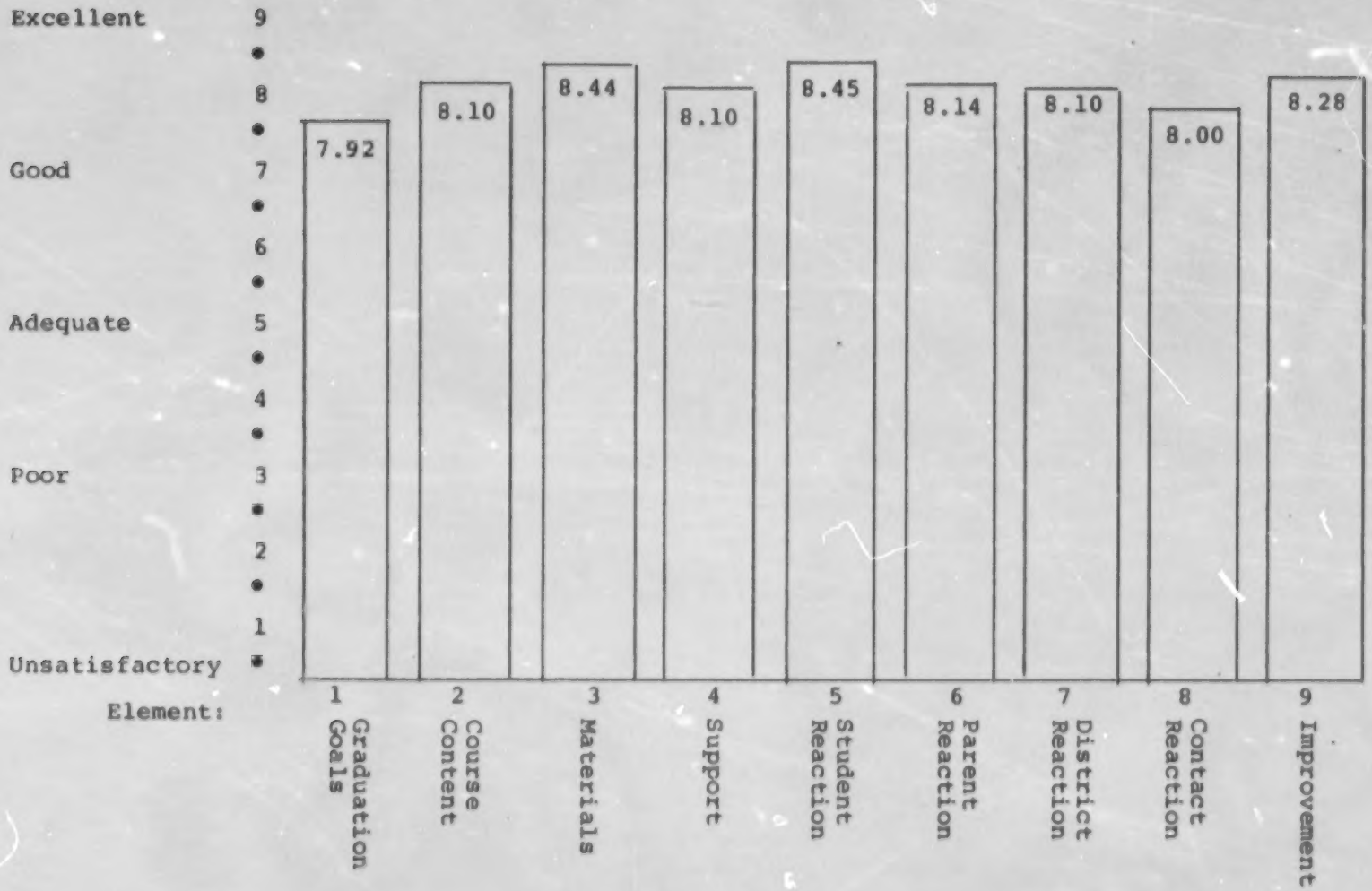
Figure 1 (Continued)

DISTRICT SATISFACTION RANKING

Region	Parent Reaction	Regular Staff Reaction	Contact Person Reaction	Program Improvement
I	8.1	6.5	8.3	9.0
II	7.3	8.0	6.0	7.5
III	8.3	8.3	8.6	9.0
IV	8.2	9.0	6.0	9.0
V	8.5	8.5	9.0	8.5
VI	8.3	7.6	8.6	8.3
VII	8.0	9.0	9.0	7.0
VIII	8.6	8.0	8.6	8.3
IX	8.0	8.0	9.0	8.0
State Average	8.14	8.10	8.00	8.28

Table 1

AVERAGE RANKING OF P.A.S.S. CONSUMER SATISFACTION



Consumer Comments

Comments and recommendations from districts were derived from interviews and include information from all regions and all but a few schools that submitted information too late to document.

It is the opinion of the evaluators that the summary represents some of the more common concerns expressed among the regions. Although the concerns expressed were parallel to last year's comments, no single area appeared to be in need of drastic change.

As indicated in Figure 1, the highest element average dealt with student satisfaction. This was voiced a number of times by school personnel.

The following comments are not listed by degree of concern, nor are they ranked in any particular manner:

Several comments were made by P.A.S.S. site contacts which suggest the need to extend the curriculum into college prep type courses. It appears that some concern exists regarding possible options for the students to meet University of California admissions requirements.

One of the most frequent requests from school districts was for bilingual materials for all courses. Although the request was voiced a number of times, the intent was directed at assisting a greater number of migrant students.

Several districts felt a need for more detailed information and feedback on those students who failed and did not receive credit.

Several districts felt a need for reduction in reading levels.

Some districts felt that in order to avoid confusion, Driver's Education should be labeled in an area other than Social Studies.

Enrollment and Credit

Table 2 shows how P.A.S.S. has achieved its projected level in the four years of operation. Although linear projections would indicate significant growth for future years, the P.A.S.S. Director has stated that enrollments should stabilize in future years and with a slight decline anticipated.

Table 2

ANNUAL COMPARISONS OF
STUDENT ENROLLMENT
(Courses Enrolled)

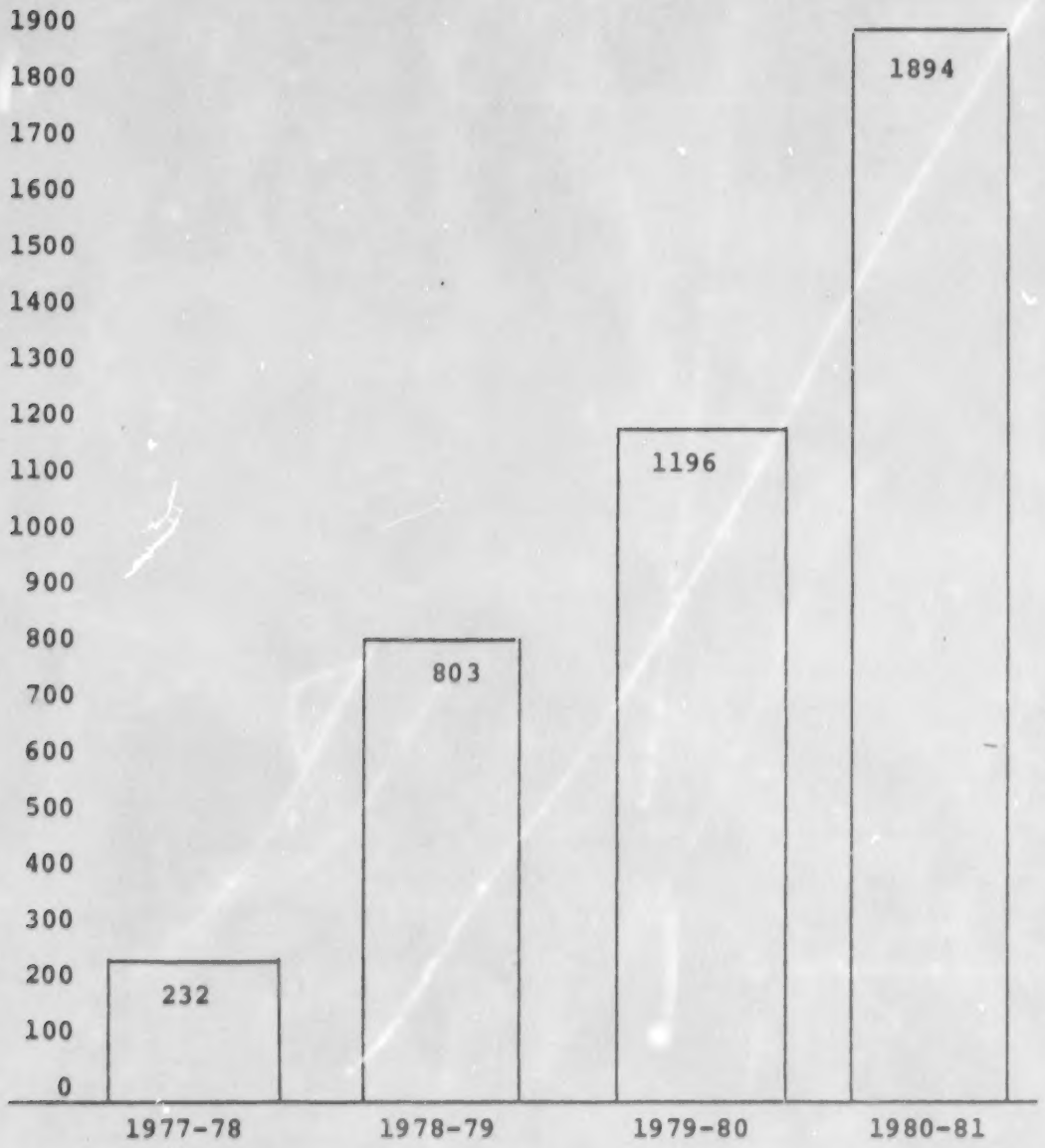


Table 3 shows the enrollment and credit comparisons between the 1979-80 and 1980-81 years. Courses in progress showed little change as figures went from 65 percent in the previous year to 62 percent in the current year. Partial credits increased from 19 percent to 26 percent. Full credit had a small change as numbers decreased from 16 to 12 percent. As in the previous year, the P.A.S.S. Director attributed the high percentage of courses in progress to the individualized nature of the program which offers students the option of student-determined pace rather than a classroom time frame.

Table 3

COURSE ENROLLMENT AND
CREDIT COMPARISONS FOR
1979-80 AND 1980-81

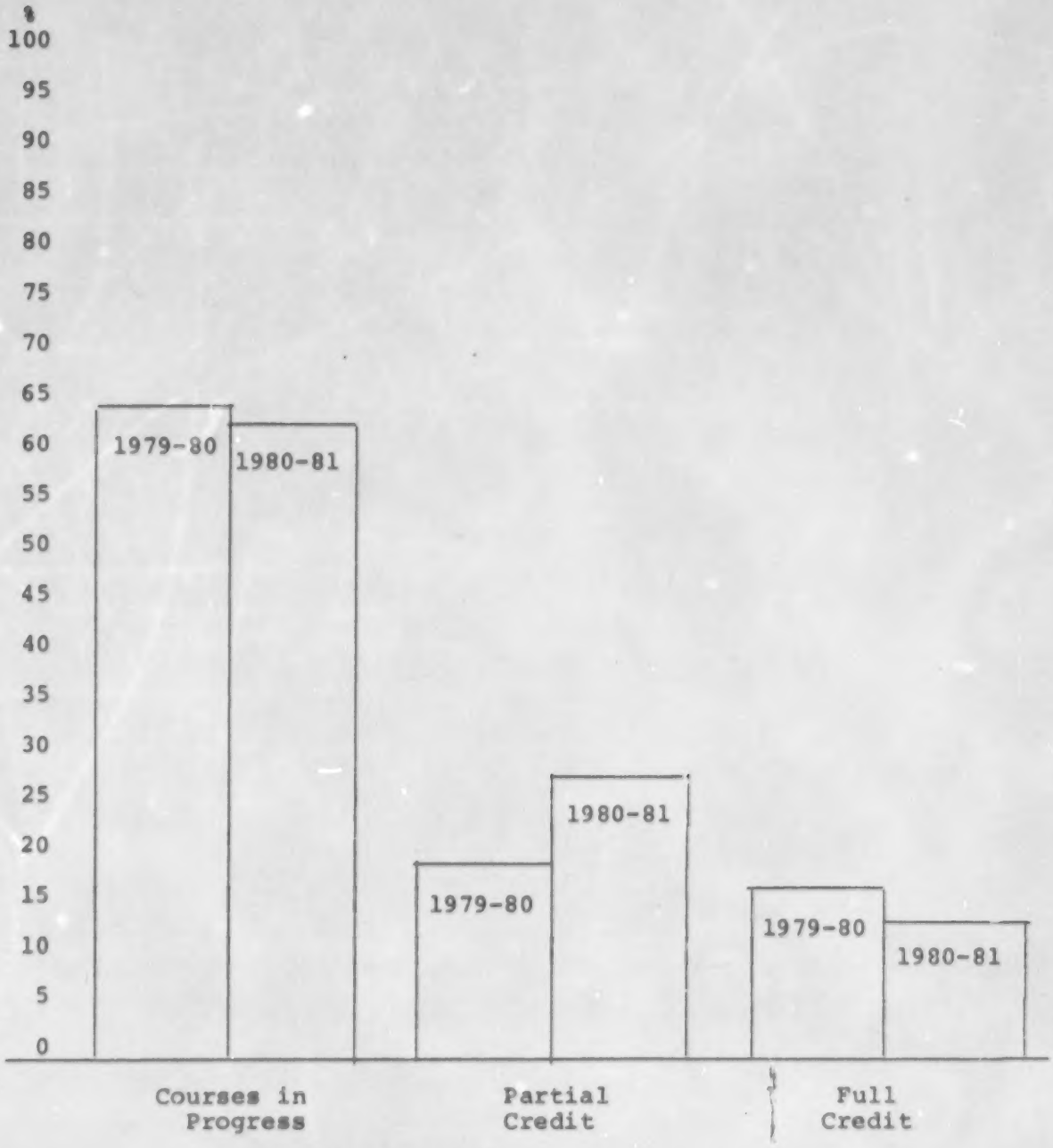
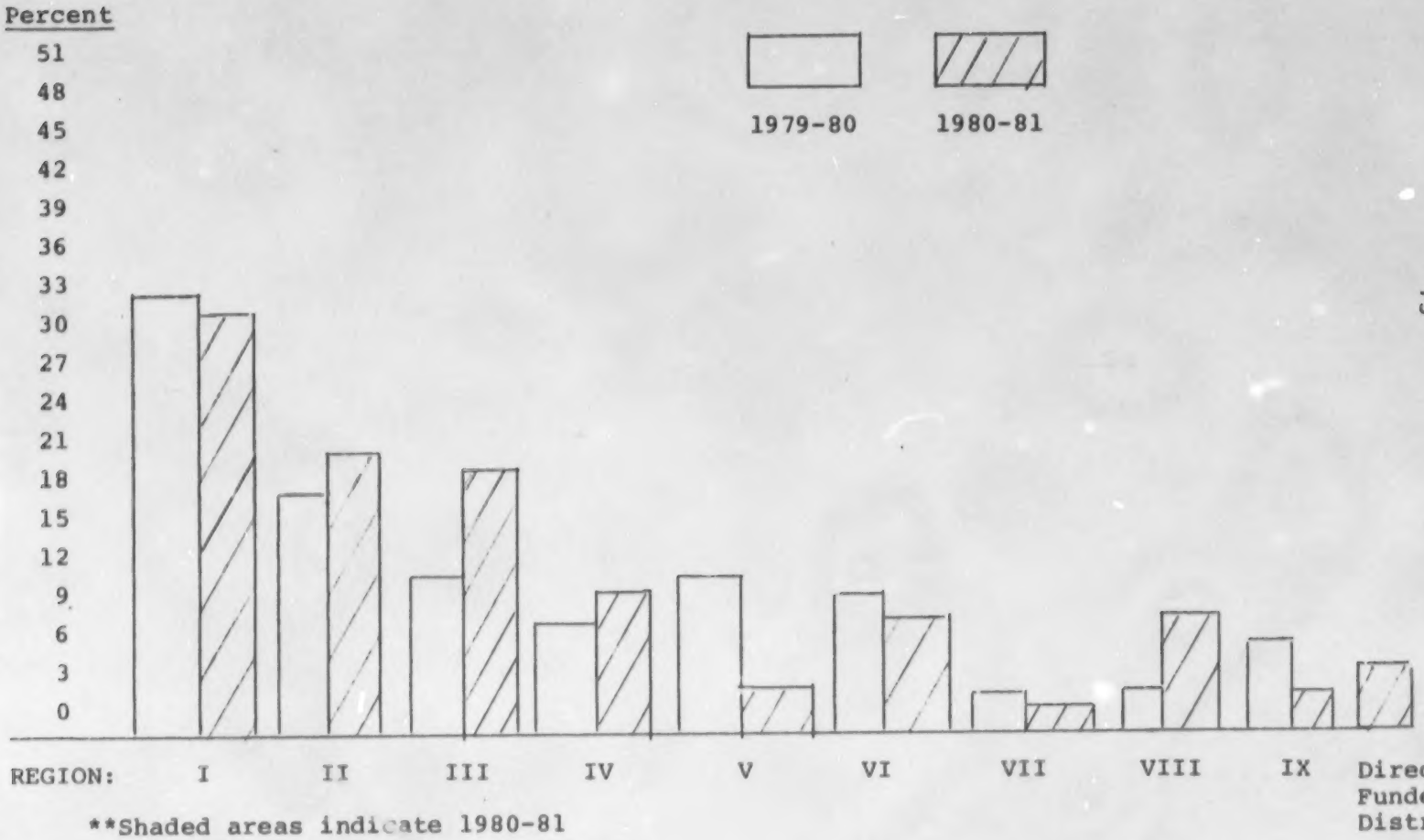


Table 4 compares student enrollment by migrant region between the 1979-80 and 1980-81 school years. The major chance was by Region III which went from ten to seventeen percent of the total enrollment and Region V which dropped from nine to two percent of the combined enrollment. Also, not counted in the previous report but identified in Table 4 was the four percent enrollment identified for direct funded districts.

Table 4

STUDENT ENROLLMENT BY MIGRANT REGION



**Shaded areas indicate 1980-81

Table 5 shows the total of enrolled credits in specific courses for 1979-80 and 1980-81. In 1979-80 the course receiving the most enrollments was Work Experience which had over 264 students involved. Next came General Math IA which had 203 and then Reading with 101. In 1980-81 General Math IB had the most enrollments with 154 enrolled. English IA was third with American Government fourth. Two significant drops were in the areas of reading and speech. Through the analysis of course credit given, P.A.S.S. Program personnel determine the volume of course packets needed in the future to meet the needs and thereby vary inventories to meet high usage.

Table 5

STUDENT ENROLLMENT PERCENT BY COURSES

--- 1979-80

—— 1980-81

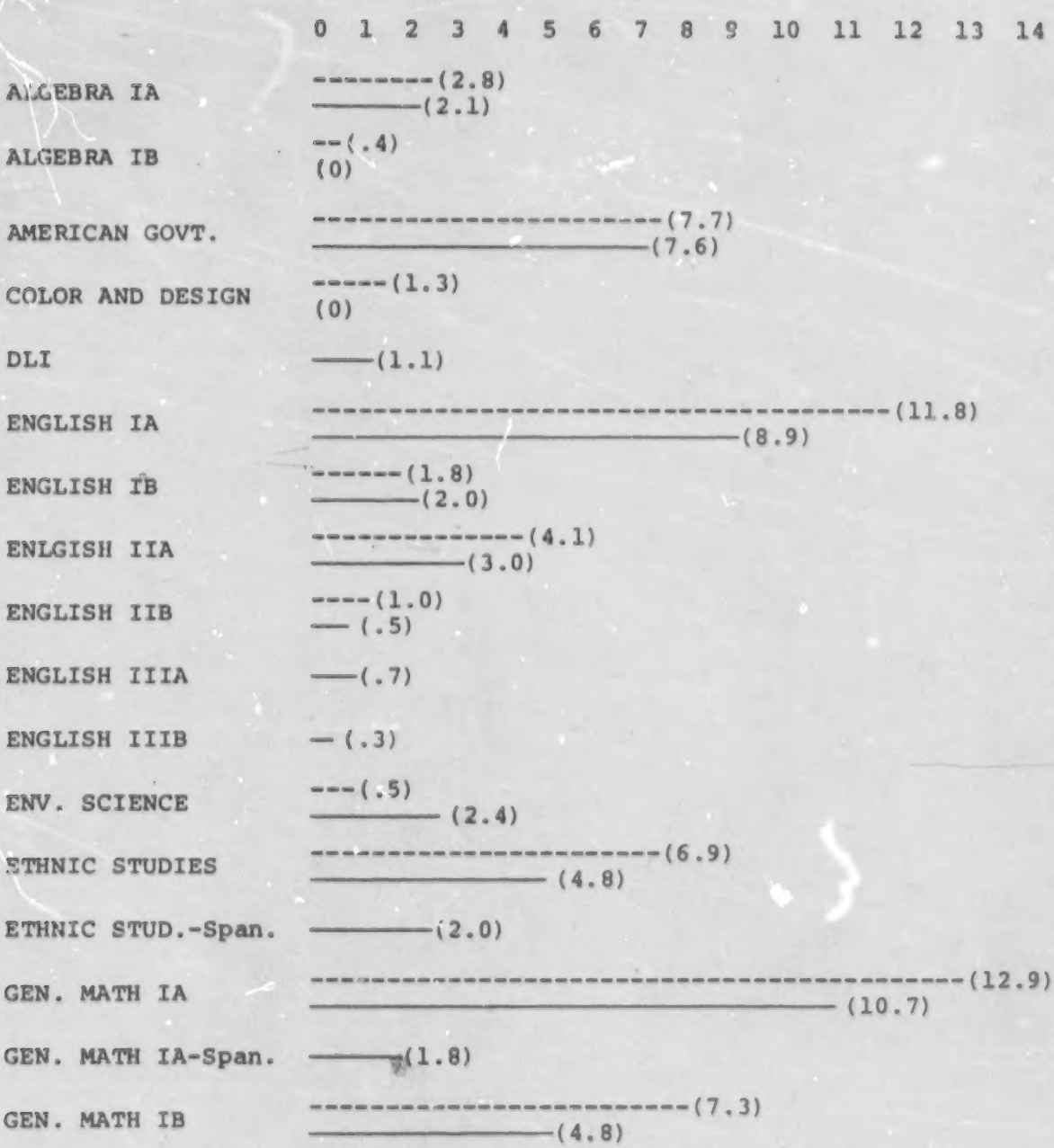


Table 5 (Continued)

STUDENT ENROLLMENT PERCENT BY COURSES

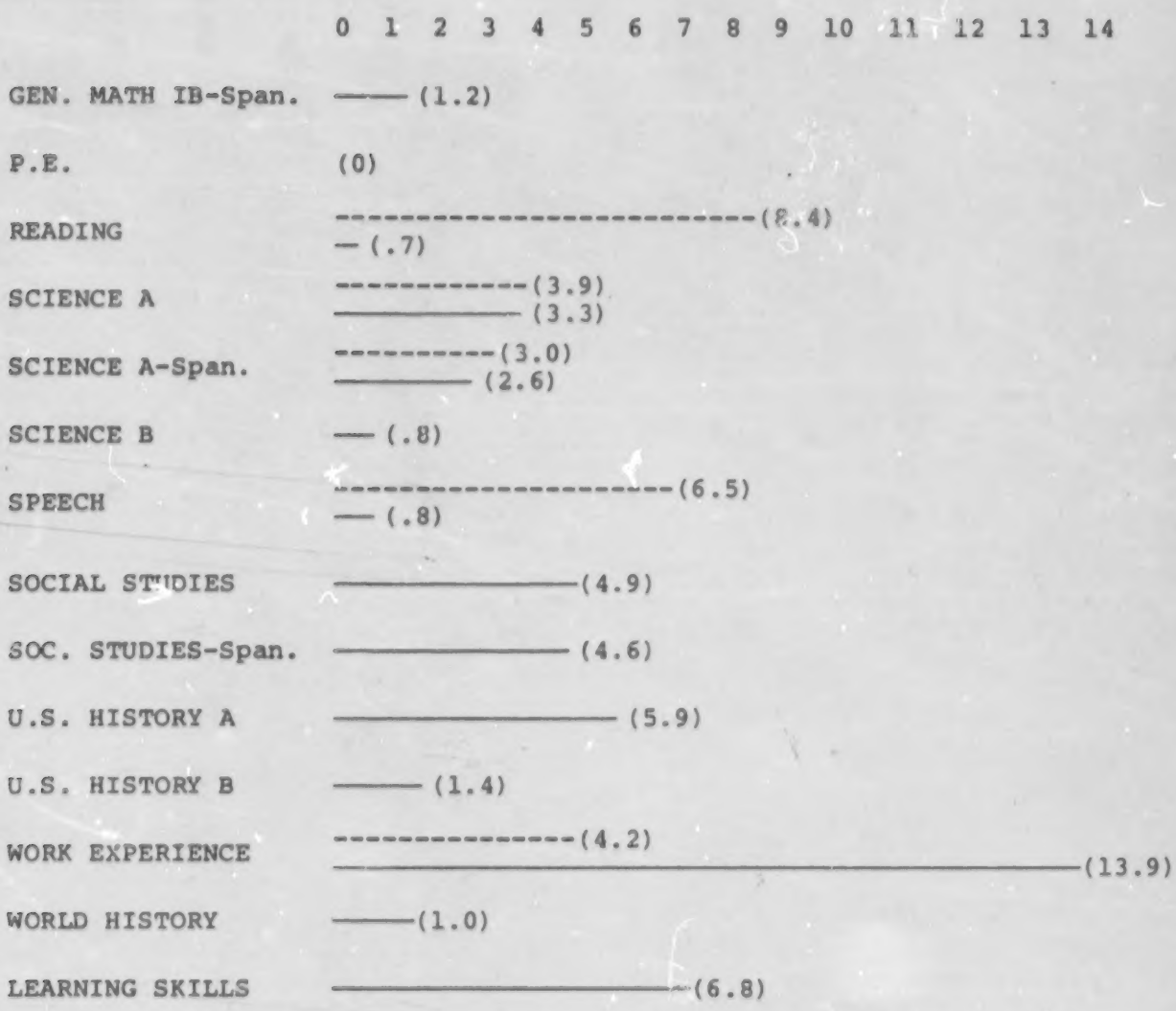


Table 6 shows that 232 P.A.S.S. students graduated in 1981. The most graduates, approximately 38 percent, were in Region II.

Table 6

1981 GRADUATES BY REGION

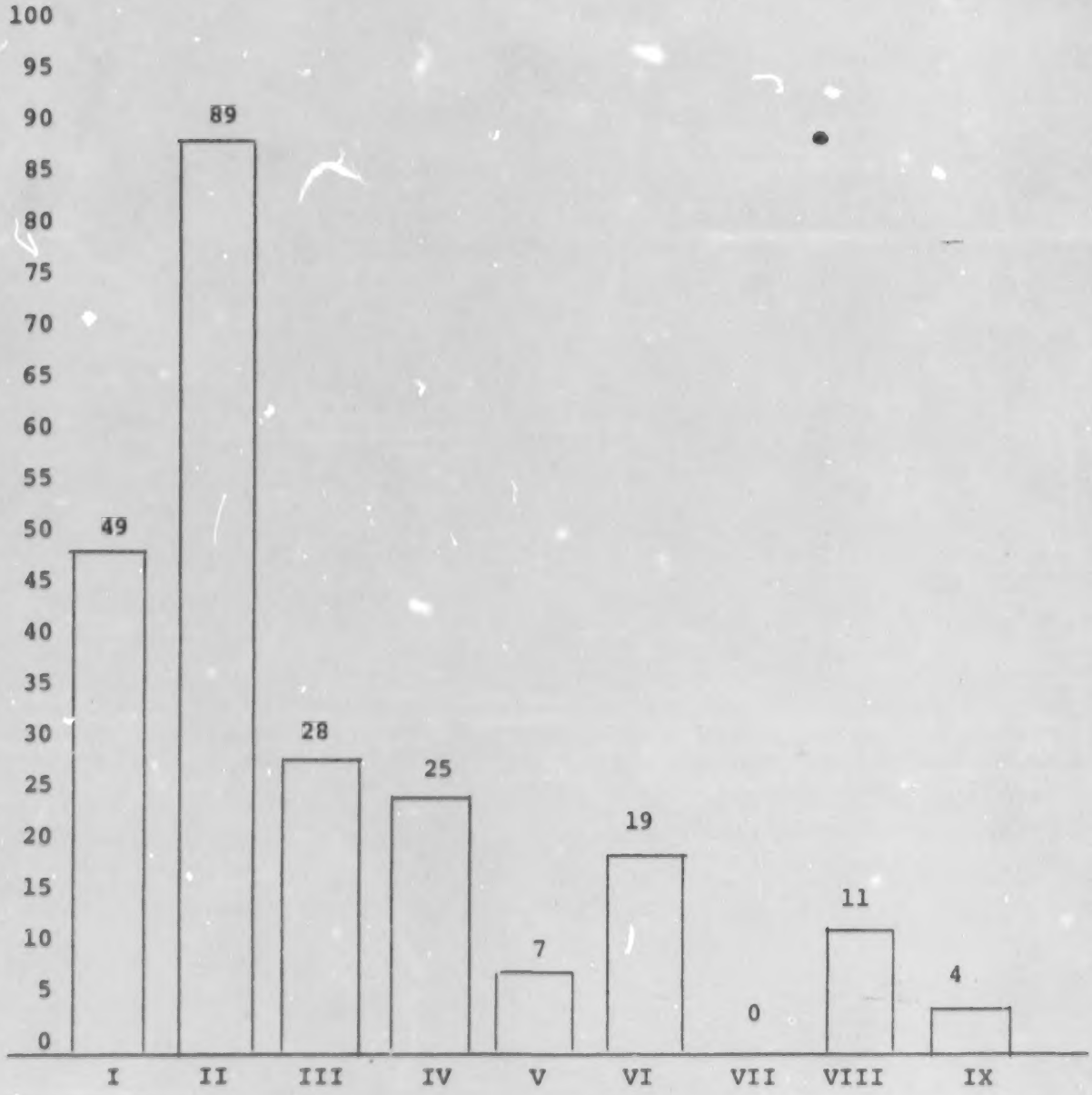


Figure 2 provides a region-by-region breakdown of the numbers of requested enrollments and credits granted in the previous and current year. Region I shows the highest number of enrollments, with Regions II, III and IV following in that order.

Figure 3 provides a program breakdown of credits by individual course.

Figures 4 through 12 are site reports from each participating region identifying enrollment numbers and type of credit given by site locations, and comparisons of totals between 1979-80 and 1980-81.

Figure 2

PROGRAM REGIONAL REPORT

REGION	Number of Students Enrollments	Completed Full Credit	Completed Partial Credit	Courses in Progress	Courses Enrolled
REGION I	420	81	143	397	621
REGION II	273	58	109	206	373
REGION III	224	18	58	250	326
REGION IV	114	22	65	58	145
REGION V	31	14	19	23	56
REGION VI	92	13	31	94	138
REGION VII	11	2	4	5	11
REGION VIII	91	6	39	78	123
REGION IX	23	8	15	10	33
DIRECT FUNDED	51	1	18	49	68
TOTAL 1980-81	1330	223	501	1170	1894
TOTAL 1979-80	821	194	226	776	1196
DIFFERENCE	+ 509	+ 29	+275	+ 394	+ 698

Figure 3

PROGRAM CREDIT BY COURSE

COURSES	Completed Full Credit	Completed Partial Credit	Courses in Progress	Courses Enrolled
Algebra IA		3	1	4
Algebra IB				
American Government	25	32	86	143
Color and Design		3	21	24
DLI	3	16	1	20
English IA	10	61	98	169
English IB	6	9	22	37
English IIA	3	14	42	59
English IIB		2	7	9
English IIIA		2	11	13
English IIIB		1	5	6
Environmental Science	8	11	27	46
Ethnic Studies	15	27	48	90
Ethnic Studies - Span.		5	32	37
General Math IA	48	70	85	203
General Math IA - Span.	2	9	23	34
General Math IB	4	20	67	91
General Math IB - Span.	2	2	18	22
P.E.				
Reading	7	2	5	14
Science A	8	9	45	62

Figure 3 (Continued)

PROGRAM CREDIT BY COURSE

COURSES	Completed Full Credit	Completed Partial Credit	Courses in Progress	Courses Enrolled
Science A - Span.	6	13	31	50
Science B	4	4	8	16
Speech	3		12	15
Social Studies	8	31	53	92
Social Studies - Span.	13	12	62	87
U.S. History A	15	20	77	112
U.S. History B	18	26	17	27
Work Experience	15	49	200	264
World History		3	16	19
Learning Skills		45	84	129
TOTAL 1980-81	223	501	1170	1894

Figure 4

REGION I SITE REPORT

Site Location	Student Enrollment	Full	Partial	In Progress	Number of Courses
ALISAL	18		5	25	31
ARROYO GRANDE	19	6	2	31	39
CARPENTERIA	10	2	2	6	10
CUYAMA VALLEY	15	1	0	19	20
FILLMORE	16	6	5	15	26
GILROY	34	3	19	37	59
LOMPOC	2	0	0	3	3
MILPITAS	3	0	3	3	6
N.M.C.	61	23	40	25	88
NORTH SALINAS	5	1	2	6	9
PETERSON	5	0	1	4	5
RIGHETTIE	86	6	30	86	122
SALINAS	13	3	4	14	21
SAN BENITO	43	1	16	43	60
SANTA BARBARA	1	0	0	1	1
SANTA CLARA	2	0	0	2	2
SANTA MARIA	65	28	7	54	89
SUNNYVALE	12	0	3	11	14
WILCOX	10	0	4	12	16
TOTAL 1980-81	420	81	143	397	621
TOTAL 1979-80	276	56	72	271	399
DIFFERENCE	+147	+25	+ 71	+126	+222

Figure 5

REGION II SITE REPORT

Site Location	Number of Enrollments	Full	Partial	In Progress	Number of Courses
ANALY	1	0	1	0	1
ANDERSON	2	3	0	0	3
ARMIJO	20	0	2	29	31
CHICO	12	1	5	9	15
CELUSA	20	2	17	17	36
DAVIS	3	0	2	1	3
DEL NORTE	11	3	4	10	17
DELTA	21	0	17	10	27
DIXON	9	3	2	5	10
DURHAM	1	1	0	0	1
ESPARTO	3	1	1	2	4
FERNDALE	2	0	2	0	2
FORTUNE	4	1	1	3	5
GEYSERVILLE	2	0	2	1	3
GRIDLEY	5	1	4	1	6
HEALDSBURG	2	0	1	1	2
KELSEYVILLE	4	0	3	7	10
LAS PLUMAS	1	0	1	0	1
LEE J.H.	3	1	0	2	3
LINDHURST	17	0	6	13	19
LIVE OAK	3	0	1	2	3

Figure 5 (Continued)

REGION II SITE REPORT

Site Location	Number of Enrollments	Full	Partial	In Progress	Number of Courses
MARYSVILLE	1	0	1	0	1
NAPA	14	0	0	14	14
ORLAND	7	1	1	9	11
OROVILLE	3	0	2	2	4
PRINCETON	4	0	0	7	7
RIO VISTA	8	0	7	4	11
UKIAH	14	2	3	14	19
VACAVILLE	1	0	0	1	1
VINTAGE	1	0	0	1	1
WILLIAMS	3	4	1	0	5
WILLOWS	6	3	1	5	9
WINTERS	25	3	10	21	34
WOODLAND	39	28	10	15	53
YUBA CITY	1	0	1	0	1
TOTAL 1980-81	273	58	109	206	373
TOTAL 1979-80	141	46	45	122	213
DIFFERENCE	+132	+12	+ 64	+ 84	+160

Figure 6

REGION III SITE REPORT

Site Location	Number of Enrollments	Full	Partial	In Progress	Number of Courses
EAST UNION	1	0	0	2	2
EDISON	5	1	5	3	9
FRANKLIN	4	1	0	5	6
HELMAR	1	0	0	2	2
LA GRAND	11	0	8	3	11
LIVINGSTON	6	2	4	2	8
MADERA	60	1	11	90	102
MERCED	5	0	4	2	6
MODESTO	38	0	0	38	38
ORESTEMBA	8	0	5	9	14
PATTERSON	1	0	0	2	2
TOKAY	9	4	6	3	13
TRACY	75	9	15	89	113
TOTAL 1980-81	224	18	58	250	326
TOTAL 1979-80	70	16	22	91	129
DIFFERENCE	+154	+ 2	+35	+159	+197

Figure 7

REGION IV SITE REPORT

Site Location	Number of Enrollments	Full	Partial	In Progress	Number of Courses
CARUTHERS	6	2	0	5	7
COALINGA	4	0	1	3	4
EDISON	6	1	4	2	7
FRESNO	14	4	5	5	14
HAMILTON	10	0	8	5	13
KINGSBURG	14	5	5	8	18
PARLIER	12	3	10	2	15
REEDLEY	6	3	6	2	11
SANGER	1	0	1	0	1
SELMA	4	1	4	2	7
SUNSET WEST	2	0	0	4	4
TRANQUILITY	34	3	21	19	43
WASHINGTON	1	0	0	1	1
TOTAL 1980-81	114	22	65	58	145
TOTAL 1979-80	69	22	17	55	94
DIFFERENCE	+ 45	0	+48	+ 3	+ 51

Figure 8

REGION V SITE REPORT

Site Location	Number of Enrollments	Full	Partial	In Progress	Number of Courses
ARVIN	23	12	18	16	46
SHAFTER	3	2	0	3	5
WASCO	5	0	1	4	5
TOTAL 1980-81	31	14	19	23	56
TOTAL 1979-80	16	4	4	19	27
DIFFERENCE	+15	+10	+15	+ 4	+29

Figure 9

REGION VI SITE REPORT

Site Location	Number of Enrollments	Full	Partial	In Progress	Number of Courses
BRAWLEY	14	1	8	12	21
CALEXICO	27	8	8	26	42
CALIPATRIA	14	2	8	13	23
CENTRAL	31	2	5	38	45
HOLTVILLE	6	0	2	5	7
TOTAL 1980-81	92	13	31	94	138
TOTAL 1979-80	72	23	15	80	118
DIFFERENCE	+20	-10	+16	+14	+ 20

Figure 10

REGION VII SITE REPORT

Site Location	Number of Enrollments	Full	Partial	In Progress	Number of Courses
COACHELLA	6	1	2	3	6
CORONA	1	0	1	0	1
LA FAMILIA	1	0	0	1	1
PALO VERDE	3	1	1	1	3
TOTAL 1980-81	11	2	4	5	11
TOTAL 1979-80	20	3	3	16	22
DIFFERENCE	- 9	-1	+1	-11	-11

Figure 11

REGION VIII SITE REPORT

Site Location	Number of Enrollments	Full	Partial	In Progress	Number of Courses
CORCORAN	46	1	17	35	53
HANFORD	2	0	1	2	3
E. F. JOHNSON	1	0	0	3	3
LINDSAY	21	2	13	14	29
WOODLAKE	21	3	8	24	35
TOTAL 1980-81	91	6	39	78	123
TOTAL 1979-80	20	5	6	12	23
DIFFERENCE	+71	+1	+33	+62	+100

Figure 12

REGION IX SITE REPORT

Site Location	Number of Enrollments	Full	Partial	In Progress	Number of Courses
ESCONDITO	14	0	9	7	16
SAN PASCUAL	9	8	6	3	17
TOTAL 1980-81	23	8	15	10	33
TOTAL 1979-80	50	6	3	52	61
DIFFERENCE	-27	+2	+12	-42	-28

Figure 13

DIRECT FUNDED DISTRICTS

Site Location	Number of Enrollments	Full	Partial	In Progress	Number of Courses
DELANO	47	1	18	44	63
SAN JOSE	4	0	0	5	5
TOTAL 1980-31	51	1	18	49	68

SECTION VI

CONCERNS

CONCERNS

The following statements represent a summary of concerns submitted by field consumers, consultants and by P.A.S.S. Program staff. However, since the concerns have been presented to program administration and staff prior to this writing, all have either been implemented or are currently undergoing feasibility analysis.

1. Field personnel would like to see an increasing number of courses translated into Spanish for limited English speaking migrant students.

2. Some districts have requested more college prep classes for the migrant student.

3. Districts would like an analysis of why students fail a P.A.S.S. course. They would like the information sent both to the student and to the district.

4. There is still concern that course content be at varied reading levels to facilitate multiple student entry levels.

5. There was some feeling in regional sites that the classification of Driver's Education under Social Studies was confusing.

6. Although P.A.S.S. records are well maintained, a single disaster such as a fire could totally destroy all the records. Examination of microfilming as protection against fire or vandalism would seem appropriate.

7. Field personnel are wondering what the future of the P.A.S.S. Program will be in light of recent and planned budget cutbacks. Possibly the Migrant Division of the California State Department of Education could comment on the future of P.A.S.S. to the state regions.